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|  | Prep to Year 2 standard elaborations — Australian Curriculum: Spanish  Prep to Year 10 sequence |

### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. They can be used as a tool for:

* making consistent and comparable judgments about the evidence of learning in a folio of student work
* developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

Australian Curriculum languages have two entry points: Prep[[1]](#footnote-2) and Year 7, and SEs are provided for the two sets of achievement standards:

* Prep to Year 10 sequence
* Years 7 to 10 sequence.

The achievement standard for languages describes the learning expected of students at each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. ([AS1](#AS1)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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| Prep to Year 2 Australian Curriculum: Spanish achievement standard Prep to Year 10 sequence | |
| By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as Buenos días/tardes/noches [AS1](#SE1), and farewells (for example, hasta pronto [AS2](#SE2" \o "SE link 2, Alt+Left to return )). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, Sal de aquí, Párate en la puerta [AS3](#SE3). They use visual, non‑verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters ll, ñ, rr/r g/j, c and y. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo [AS4](#SE4). They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, el pastel/la torta [AS5](#SE5"\o "SE link 5, Alt+Left to return )), simple verb forms (for example, estudiar, comer, dormir [AS6](#SE6"\o "SE link 6, Alt+Left to return )), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, clase, zapatos, camisa, teléfono/celular [AS7](#SE7)) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.  Students know that Spanish uses the same alphabet as English when written, except for ñ as in mañana and España [AS8](#SE8"\o "SE link 8, Alt+Left to return ). They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, Doña Josefa, Don José, Tía [AS9](#SE9)). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as chat, ‘tortilla’, ‘fiesta’ [AS10](#SE10). Students identify differences and similarities between their own and others’ languages and cultures. | |
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| **Key** | [AS1](#SE1), ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix. |
| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Spanish for Foundation–10*, [www.australiancurriculum.edu.au/f-10-curriculum/languages/Spanish](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/spanish) |

## Prep to Year 2 Spanish standard elaborations

|  | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
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|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | purposeful interaction with teachers and peers through action-related talk and play | informed interaction with teachers and peers through action-related talk and play | interaction with teachers and peers through action-related talk and play | guided interaction with teachers and peers through action-related talk and play | fragmented interaction with teachers and peers through action-related talk and play |
| purposeful self-introduction and exchange of greetings and farewells | informed self-introduction and exchange of greetings and farewells | self-introduction and exchange of greetings ([AS1](#AS1" \o "AS1, Alt+Left to return )) and farewells ([AS2](#AS2" \o "AS2, Alt+Left to return )) | partial self-introduction and exchange of greetings and farewells | fragmented self-introduction and exchange of greetings and farewells |
| * purposeful use of simple repetitive language * considered response to simple instructions when participating in classroom routines, games and shared activities | * effective use of simple repetitive language * informed response to simple instructions when participating in classroom routines, games and shared activities | * use of simple repetitive language * response to simple instructions when participating in classroom routines, games and shared activities ([AS3](#AS3" \o "AS3, Alt+Left to return )) | * partial use of simple repetitive language * partial response to simple instructions when participating in classroom routines, games and shared activities | * aspects of simple repetitive language * fragmented response to simple instructions when participating in classroom routines, games and shared activities |
| * considered use of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning * considered reproduction of distinctive sounds of the Spanish language, including the sounds for the letters ll, ñ, rr/r g/j, c and y | * informed use of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning * informed reproduction of distinctive sounds of the Spanish language, including the sounds for the letters ll, ñ, rr/r g/j, c and y | * use of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning * reproduction of distinctive sounds of the Spanish language, including the sounds for the letters ll, ñ, rr/r g/j, c and y | * guided use of visual, non‑verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning * partial reproduction of distinctive sounds of the Spanish language, including the sounds for the letters ll, ñ, rr/r g/j, c and y | * aspects of visual, non‑verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning * fragmented reproduction of distinctive sounds of the Spanish language, including the sounds for the letters ll, ñ, rr/r g/j, c and y |
| purposeful identification of specific words and expressions in simple texts, such as names of people, places or objects | effective identification of specific words and expressions in simple texts, such as names of people, places or objects | identification of specific words and expressions in simple texts, such as names of people, places or objects | partial identification of specific words and expressions in simple texts, such as names of people, places or objects | fragmented identification of specific words and expressions in simple texts, such as names of people, places or objects |
| Communicating | purposeful conveyance of factual information about self, family, friends and favourite things at word and simple sentence level | effective conveyance of factual information about self, family, friends and favourite things at word and simple sentence level | conveyance of factual information about self, family, friends and favourite things at word and simple sentence level ([AS4](#AS4" \o "AS4, Alt+Left to return )) | partial conveyance of factual information about self, family, friends and favourite things at word and simple sentence level | fragmented conveyance of factual information about self, family, friends and favourite things at word and simple sentence level |
| considered response to and purposeful creation of simple spoken and written texts using modelled examples and formulaic language | informed response to and effective creation of simple spoken and written texts using modelled examples and formulaic language | response to and creation of simple spoken and written texts using modelled examples and formulaic language | partial response to and partial creation of simple spoken and written texts using modelled examples and formulaic language | fragmented response to simple spoken and written texts using modelled examples and formulaic language |
| description of people, places and things with considered use of:   * gender * simple verb forms * definite articles * vocabulary related to familiar environments | description of people, places and things with informed use of:   * gender * simple verb forms * definite articles * vocabulary related to familiar environments | description of people, places and things with use of:   * gender ([AS5](#AS5" \o "AS5, Alt+Left to return )) * simple verb forms ([AS6](#AS6" \o "AS6, Alt+Left to return )) * definite articles * vocabulary related to familiar environments | description of people, places and things with partial use of:   * gender * simple verb forms * definite articles * vocabulary related to familiar environments | description of people, places and things with fragmented use of:   * gender * simple verb forms * definite articles * vocabulary related to familiar environments |
| * considered translation of frequently used words and simple phrases using visual cues and word lists * purposeful creation of simple print and digital texts in Spanish and English | * informed translation of frequently used words and simple phrases using visual cues and word lists * effective creation of simple print and digital texts in Spanish and English | * translation of frequently used words and simple phrases using visual cues and word lists ([AS7](#AS7" \o "AS7, Alt+Left to return )) * creation of simple print and digital texts in Spanish and English | * partial translation of frequently used words and simple phrases using visual cues and word lists * partial creation of simple print and digital texts in Spanish and English | * fragmented translation of frequently used words and simple phrases using visual cues and word lists * fragmented creation of simple print and digital texts in Spanish and English |
| considered identification of similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures | informed identification of similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures | identification of similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures | basic identification of similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures | statements about similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures |
| Understanding | accurate knowledge that Spanish uses the same alphabet as English when written, with the exception of ñ | informed knowledge that Spanish uses the same alphabet as English when written, with the exception of ñ | knowledge that Spanish uses the same alphabet as English when written, with the exception of ñ ([AS8](#AS8" \o "AS8, Alt+Left to return )) | partial knowledge that Spanish uses the same alphabet as English when written, with the exception of ñ | fragmented knowledge that Spanish uses the same alphabet as English when written, with the exception of ñ |
| * considered identification of features of familiar texts * considered examples of how different titles are used to address people in different situations | * informed identification of features of familiar texts * informed examples of how different titles are used to address people in different situations | * identification of features of familiar texts * examples of how different titles are used to address people in different situations ([AS9](#AS9" \o "AS9, Alt+Left to return )) | * partial identification of features of familiar texts * basic examples of how different titles are used to address people in different situations | * statements about features of familiar texts * fragmented examples of how different titles are used to address people in different situations |
| * identification of Spanish as one of many languages spoken in Australia * considered examples of words that English and Spanish have borrowed from each other | * identification of Spanish as one of many languages spoken in Australia * informed examples of words that English and Spanish have borrowed from each other | * identification of Spanish as one of many languages spoken in Australia * examples of words that English and Spanish have borrowed from each other ([AS10](#AS10)) | * identification of Spanish as one of many languages spoken in Australia * partial examples of words that English and Spanish have borrowed from each other | * identification of Spanish as one of many languages spoken in Australia * fragmented examples of words that English and Spanish have borrowed from each other |
| considered identification of differences and similarities between their own and others’ languages and cultures | informed identification of differences and similarities between their own and others’ languages and cultures | identification of differences and similarities between their own and others’ languages and cultures | partial identification of differences and similarities between their own and others’ languages and cultures | statements about differences and similarities between their own and others’ languages and cultures |
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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors; ([AS1](#AS1)), (ASx) is a cross-reference to an example in the [achievement standard](#Achievement_standard) | | | | |
| **AP**  **MC**  **WW**  **EX**  **BA** | applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations  makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations  works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them  exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them  becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them | | | | |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

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| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Prep to Year 2 Spanish SEs

These terms clarify the descriptors in the Prep to Year 2 Spanish SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

| Term | Description |
| --- | --- |
| accuracy; accurate | consistent with a standard, rule, convention or known facts;  in Languages, *accurate* is the production of structurally correct forms of the target language |
| apply;  applying | use or employ in a particular situation |
| aspects | particular parts or features |
| basic | fundamental; simple, elementary |
| communicating | a mutual and reciprocal exchange of meaning;  in Languages, communicating refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes:   * listening and speaking in relation to relevant domains of language use and text types * reading and writing in relation to relevant domains of language use and text types * communicating strategies * translating and interpreting * reflecting on intercultural langue use;   students demonstrate communicating by:   * describing the performance in the target language, both oral and written * showing evidence of written and spoken Spanish to communicate with teachers, peers and others in a range of settings and for a range of purposes |
| complex sentence | a sentence with one or more elements in addition to the main or independent idea or clause; in the following examples, the subordinate clauses are indicated by square brackets:   * ‘I took my umbrella [because it was raining]’ * ‘The man [who came to dinner] is my brother.’ |
| ****confident**** | having strong belief or full assurance; sure;  in Languages, *confident* students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can:   * elaborate or explain the decisions made in response to the assessment provided * manipulate the language when translating to maintain the intent of the target language |
| ****considered**** | thought about deliberately with a purpose;  in Languages, considered responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language |
| contextual cues | include intonation, gestures and facial features |
| culture | a framework in which things come to be seen as having meaning; it involves the lens through which:   * people see, think, interpret the world and experience * make assumptions about self and others * understand and represent individual and community identity |
| demonstrate; demonstration | give a practical exhibition or explanation |
| description; describe | give an account of characteristics or features |
| effective | meeting the assigned purpose in a way that produces a desired or intended result;  in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:   * effective use of a range of vocabulary and grammar * the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted * subtleties maybe overlooked * cultural meanings are evident in responses but may not be fully developed;   students demonstrate effective usage in the four major language skills:   * listening — the speaker’s attitude, purpose and intentions are recognised * reading — the purpose of the text and the writer’s perspective and intention are recognised * writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent * speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation |
| elements | a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning;  in Languages, elements refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning |
| explain; explanation | provide additional information that demonstrates understanding of reasoning and/or application |
| familiar | well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method |
| fluent; fluently; fluency | able to speak, write, translate and interpret readily |
| formulaic language | words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g.   * story starter: ‘Once upon a time’ * greeting in Australian English: ‘G’day, how are you going?’ |
| fragmented | disjointed or isolated |
| identification; identify | to establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;  in Languages, informedrefers to being able to apply cultural and linguistic knowledge; with possible irregularities in responses provided; this includes:   * a range of vocabulary and grammar used effectively * the meaning of familiar language is accurately demonstrated * subtleties maybe overlooked * cultural meaning is evident in responses but may not be fully developed;   students demonstrate informed usage in the four major language skills:   * listening — the speaker’s attitude, purpose and intentions are recognised * reading — the purpose of the text and the writer’s perspective and intention are recognised * writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent * speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation |
| metalanguage | a vocabulary used to discuss language conventions and use; e.g. language used to talk about:   * grammatical terms, such as sentence, clause, conjunction * the social and cultural nature of language, such as face, reciprocating, register) |
| partial | attempted; incomplete evidence provided |
| purposeful; purposefully | intentional; done by design; focused and clearly linked to the goals of the task |
| range | the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible |
| read; reading | process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning;  reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts |
| readily | promptly; quickly; easily; in a ready manner; willingly; fluently;  this includes being effective and informed |
| recognise; recognition | to be aware of or acknowledge |
| responses; respond | to react to a person or text |
| speak | convey meaning and communicate with purpose; some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world |
| text | an identified stretch of language, used as a means for communication or the focus of learning and investigation;  text forms and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms;  multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media |
| translation | a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words |
| understand; understanding | to perceive what is meant, grasp an idea, and to be thoroughly familiar with;  in Languages, understanding refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes:   * knowledge of the language system * variability in language use * reflection on language and culture |
| use; using | to operate or put into effect |

1. Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June. [↑](#footnote-ref-2)